

Office of Educator Effectiveness

Student Learning Objective (SLO) Example

Grade 2 English Language Arts

Teacher Name: EXAMPLE	Teacher School: EXAMPLE
SLO Evaluator Name: EXAMPLE SLO Evaluator Position/Role: EXAMPLE	
Grade Level: 2 nd grade	SLO Content Area: English
SLO Type: Choose One <input checked="" type="checkbox"/> Individual <i>(written by an individual teacher)</i> <input type="checkbox"/> Team <i>(team of teachers focus on a similar goal but are held accountable for only their students)</i>	SLO Approach: Choose One <input checked="" type="checkbox"/> Class <i>(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)</i> <input type="checkbox"/> Course <i>(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)</i>
SLO Interval of Instruction Choose One <input type="checkbox"/> Year <input type="checkbox"/> Semester <input type="checkbox"/> Other If <i>Other</i> , provide rationale (i.e. quarter long course) and indicate days of instruction. Rationale: Click here to enter text. Days of Instruction:	Assessment Dates Pre Assessment Date: Post Assessment Date:
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I. Student Population

Provide a detailed description of the student population. Information should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum).

All 17 students within this class are included in my SLO. One student (reading level J) is ELL; however, this student is working on grade level, but I will monitor. I will monitor my students who are both lower in writing and reading, though no child has a diagnosed learning difference, though one child has a 504 for ADHD. This child needs more opportunities to move during instruction and testing.

II. Historical and Trend Data

Describe the applicable past data for the students. In your description included the students' level of knowledge prior to instruction, including the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) and reflect on the relevance to the overall course objectives.

In the past two years, students in English 2 classes in the program have scored considerably low on argumentative writing assignments and on their ability to analyze arguments on final exams. Analysis of the results from the argument analysis and writing portion of the final exam from the past two years revealed the following:

Spring 2013

Spring 2014

4 students scored 50-60%

6 students scored 50-60%

15 students scored 65-70%

17 students scored 65-70%

10 students scored 80-85%

14 students scored 80-85%

6 students scored 90% +

2 students scored 90% +

*Scores indicate percentage of questions answered correctly averaged with the writing rubric score. Test questions consist of multiple choice and constructed response items.

III. Baseline Data

The students selected a topic in the beginning of the year they knew well or that they were an expert on (e.g., video games). They went to the library and found a source on the same topic (book, passage, media clips) with support. Students read/listened to sources independently and with support. They were asked to produce a writing piece on their topic. The expectation was that students would write 3 sentences on topic. At this point in the year, I did not expect to find Tier 3 papers

		Tier 1	Tier 2	Tier 3	
1	Focus and control	The student attempts to develop a topic, but loses focus and may stray to another topic.	The student develops topic, but with uneven focus and control.	The student develops topic, and maintains solid focus and control.	
2	Evidence and elaboration	The student attempts to provide details to support topic but they may not be relevant.	The student provides appropriate details to support topic, but they are not fully developed.	The student provides appropriate and sufficient details to support topic.	
3	Conventions	The student spells high-frequency words correctly and uses some punctuation and sentences.	The student uses spelling patterns and generalizations in writing unknown words, and forms simple sentences with punctuation	The student uses spelling patterns and generalizations for adding suffixes to bases and forms and punctuates sentences well.	
4					
5	Students	15	12	0	
6					

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I also benchmarked their reading level. 13 students read at or above a Level J. They range from J to P. Four students range from G to I. These four students will need particular care as their reading level suggests they need more practice opportunities to learn to decode words and generalize spelling patterns in reading and to encode these patterns in print.

IV. Post Assessment

Indicate what assessment will be used as a post assessment and how it is aligned to the baseline assessment. For the pretest the students selected a topic they knew well or that they were an expert on (e.g., video games). At the end of the year, they can choose the same or different topic. They will again go the library and found multiple different sources on the same topic (book, passage, media clips) with less support. They should be able to find one book independently. Students read/listened to sources independently. They will be asked to produce a writing piece on their topic. The expectation is that students will write at least 1 paragraph, and as students show skill it is possible and likely I will expect multiple paragraphs from higher performing students.

		Tier 1	Tier 2	Tier 3
1	Focus and control	The student attempts to develop a topic, but loses focus and may stray to another topic.	The student develops topic, but with uneven focus and control.	The student develops topic, and maintains solid focus and control.
2	Evidence and elaboration	The student attempts to provide details to support topic but they may not be relevant.	The student provides appropriate details to support topic, but they are not fully developed.	The student provides appropriate and sufficient details to support topic.
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V. Progress Monitoring

How frequently will you progress monitor students' mastery of content? Indicate what ongoing sources of evidence you will collect in order to monitor student progress. (Other evidence of student growth can include student work samples, portfolios, etc.)

Students will write frequently in class through free writes about weekend activities where the focus will be on writing fluency and moving to fully form paragraphs and applying spelling rules. We will formally have writing units on narrative texts and informational texts and writers workshops that will allow me to monitor student abilities to craft sentences and begin to use paragraphs. We will also have guided reading sessions which will support student abilities to independently read texts necessary for the post-test for the SLO.

Should some students not be progressing (in particular my four students that are reading slightly below grade level), I will discuss approaches with the curriculum specialist to determine what intervention is needed to support students beyond what I do in class. By Christmas I should have enough evidence to determine if I think I cannot bring these students up to grade level on my own.

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VI. Learning Goal (Objective)

Provide a description of what students will be able to do at the end of the SLO Interval. The Learning Goal (objective) is based on and aligned with course- or grade-level content standards and curriculum. The goal should be broad enough to capture major content, but focused enough to be measurable.

All students will write an informative text on a topic that includes accurate facts and definitions to develop points. Students writing will include a topic sentence, a conclusion, applicable vocabulary, and conventions.

VII. Standard (s)

Identify the content standard(s) and indicators that align to the SLO learning goal (objective).

4.1 Read grade-level texts with purpose and understanding.

6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.

2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

4.8 Produce, expand, and rearrange complete simple and compound sentences.

5.3 Generalize learned spelling patterns and word families.

Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.

VIII. Growth Targets

A. Choose One

- ☒ Tiered
- ☐ Individual
- ☐ Targeted (*Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.*)

B. Considering all available data, identify the targets the students are expected to reach by the end of the SLO interval. List the growth target information below or on an attached spreadsheet.

Baseline Student Tier Level Is:

Growth Target

Tier 2 | Developing

Tier 3

Tier 1 | Beginning

Tier 2

C. Provide a rationale for the growth targets. Rationale may reflect typical vs. pretest performance, may include reasoning for using individualized targets for some but not all students, or any other influencing information used to determine anticipated growth.

Students will need to read and comprehend informational texts, process the information across sources, and create a written piece using the information. This is an essential skill throughout a child's school career and one that is necessary to move on to college and careers. By the time students are in high school, roughly 70% of the texts they read will be informational in nature.

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IX. Instructional Strategies

- A. Describe the best instructional practices you will use to teach this content to students. Include how instruction will be differentiated based on data. What interventions will be used if more assistance is needed during the learning progress?

After reviewing formative pieces of writing I will provide small group targeted instruction addressing specific needs of students, in addition to having writer workshops. We will also have a unit in the later part of the year on informational texts where we will study characteristics of informational texts focusing on animals and then students will choose an animal to write about.

They will create their own informational text to craft.

Peer review will be included as part of the learning process.

Student self-evaluation will be incorporated to set goals and monitor progress. In addition we will also focus on spelling Grade 1 and Grade 2 words correctly. I will focus on formative techniques of correcting spelling so that students are analyzing what they write against the rules for spelling that we have covered. Tier 1 students will focus initially on common irregularly-spelled, grade-appropriate high-frequency words (site words). I will need to ensure they have the foundation of decoding and encoding initial blends, consonant digraphs (th, sh, ch, wh) and short and long vowel rules. Tier 2 students will work on generalizing learned spelling patterns and word families using the Words their Way curriculum starting with word families that support short and long vowel rules. This allows me to match spelling to level and is adaptive.

I am going to read professionally about writer's workshops. I also feel like I need to research examples of student writing that have been benchmarked for Grade 1 to Grade 3 so that I can show students examples of student work and we can improve it together, and also so that I can ensure that my expectations for my students are rigorous and realistic